



A STUDY OF EDUCATIONAL ACHIEVEMENT OF STUDENTS OF GOVERNMENT AND NON GOVERNMENT SCHOOLS

Dr. Yatendra Pal¹ | Dr. Tejaswini Patel²

¹ Principal, Govt. Ideal Residential Institute, Gandhinagar, Gujarat.

² Research scholar, Gujarat university, Ahmedabad, Gujarat.

ABSTRACT

In this research, the researcher has made attempt to find out academic achievement of government and non- government schools in context of gender. 2860 boy and girl students of standard 9th and 10th taken from government and non- government schools of Gujarat state through random sampling method. All students were selected from Gujarati medium schools. Self made Educational Achievement Test Form A and B administered to students. Survey method has been used for study. Analysis of the data has been done by applying appropriate statistical method like mean, standard deviation and t-test. On the basis of data analysis found that educational achievement of non- government school students are slightly higher than the government school students.

KEY WORDS: Educational achievement, Gender.

INTRODUCTION:

Education is continuous process. In ancient India a child followed the occupation of his father, either religious or professional and his training in that particular field was provided by his father in his house. Over a period of time two system of education developed, the Vedic and the Buddhist. As the name indicates in the former system Vedas, Vedangas, Upanishads and other allied subjects were taught while in the latter system, thoughts of all the major school of Buddhism was taught. While Sanskrit was the medium of instruction in the Vedic system of education, Pali was the medium of instruction in the Buddhist system of education. But both system offered vocational education apart from religious education of their respective faiths. There was also a purely vocational system of education wherein master craftsmen and artisans taught their skills to students who worked as apprentice under them.

In ancient India close relationship existed between the pupil and the teacher. The teacher used to pay individual attention on his students and used to teach them according to their aptitude and capability. Knowledge was imparted orally and the different methods of learning were-Memorization, Critical Analysis, Introduction, Story-telling, Question and Answer method, Hands-on method.

The main subjects of study in the Vedic system of education were the four Vedas, six Vedangas (phonetics, ritualistic knowledge, grammar, exegetics, metrics and astronomy), the Upanishads, the six darshanas (nyaya, vaisheshika, samkya, yoga, mimamsa and vedanta), puranas (history), tarka shastra (logic), etc.

The chief subjects of study in the Buddhist system of education were the three Pitakas (sutta, vinaya and abhidhamma), the works of all the eighteen schools of Buddhism, hetu-vidya, sabda-vidya, chikitsa-vidya, etc. The Vedas were also studied for acquiring comparative knowledge.

Education in Modern India comprises of primary education, secondary education, senior secondary education and higher education. Elementary education consists of eight years of education, while secondary and senior secondary education consists of two years of education respectively. Higher education in India starts after passing the higher secondary education and Post graduation courses are generally of two to three years of duration. After gaining independence in 1947, India made a rule that education is made available to all.

In this study, researcher wanted to comparison between government and non-government school students in the context of their major subject like mathematics, science, social study and English through a self made achievement test.

STATEMENT OF THE PROBLEM:

A study of educational achievement of students of government and non government schools

OBJECTIVES:

The objectives of the research were as under.

- (1) To construct and standardized an achievement test to study the educational achievement of secondary school students.
- (2) To study the educational achievement of government and non government school students in context to gender.

HYPOTHESIS:

Ho₁: There will be no significant difference between the mean scores of educational achievement of students of government and non government schools.

Ho₂: There will be no significant difference between the mean scores of educational achievement of boy students of government and non government schools.

Ho₃: There will be no significant difference between the mean scores of educational achievement of girl students of government and non government schools.

VARIABLES OF THE STUDY:

The researcher has classified the variables of his research work as follows.

Gender: Classification of human beings into male and female means sex of gender.

The “males” are physically strong, well built up stout. The “females” are delicate, soft spoken, caring natured.

“Gender is a social dimension of being male or female gender identity is the sense of being male or female it has different from sexuality, sexual concern, physical and biological difference”

In the present study boys means the male students studying in the secondary section of government and non government schools, whereas girls means the female students studying in the secondary section of government and non government schools.

Educational Achievement : According to Good C.V. Achievement is,

“Educational achievement as the knowledge, attitude and skills developed in the school subjects, usually designed by the list scores or marks assigned”

In the present study, educational achievement means the score achieved by the students in achievement test administered by researcher.

POPULATION AND SAMPLE:

In this study, students studied in standard 9th and 10th of Gujarati medium of government and non government secondary schools of Gujarat state were the population.

The sample related to the study distributed as given in below table.

Table No.-1
Sample of the study

Type of School	Gender	Government		Non Government		Total
		Boys	Girls	Boys	Girls	
Standard	Standard-9	347	339	391	273	1450
	Standard-10	334	330	383	363	1410
Total		681	669	774	736	2860

The sample of present study was randomly drawn from Secondary Schools of Gujarati medium of Gujarat state. The study was conducted on a random sample of boys and girls of 9th and 10th class of Gujarat state. The study included both government and non government schools. In all 2860 students were randomly selected which included 1455 boys and 1405 girls.

TOOLS OF STUDY:

Keeping in view the nature and objectives of the present study, the following self-made tools were used to collect the necessary data-

(1) Educational Achievement Test Form - A (EAT-A)

(2) Educational Achievement Test Form – B (EAT-B)

RESEARCH METHOD:

In the present study, the researcher was used survey method.

ANALYSIS AND INTERPRETATION:

H₀: There will be no significant difference between the mean scores of educational achievement of students of government and non government schools.

Table-2

Analysis of educational achievement of students of government and non government schools

Type of school	N	Mean	SD	t-value	Significant
Government	1350	63.51	13.38	3.40	S
Non- government	1510	65.21	13.25		

From the above table-1, is evident that t-value is 3.40, which is more than 2.58 at significant level of 0.01.

Hence, the hypothesis that there will be no significance different between the mean scores of educational achievement of the government and non- government school students is rejected at 0.01 level. It means there is significant difference of educational achievement of government and non- government school students.

H₀: There will be no significant difference between the mean scores of educational achievement of boy students of government and non government schools.

Table-3

Analysis of educational achievement of boy students of government and non government schools

Boy students	N	Mean	SD	t-value	Significant
Government	618	64.34	12.80	1.14	NS
Non- government	774	65.11	12.91		

From the above table-2, is evident that t-value is 1.14, which is less than 1.96 at significant level of 0.05.

Hence, the hypothesis that there will be no significance different between the mean scores of educational achievement of the boy students of government and non- government schools is not rejected at the level of 0.05. It means there is no significant difference of educational achievement of boy students of government and non- government schools.

H₀: There will be no significant difference between the mean scores of educational achievement of girl students of government and non government schools.

Table-4

Analysis of educational achievement of girl students of government and non government schools

Girl students	N	Mean	SD	t-value	Significant
Government	669	62.67	13.89	3.59	S
Non- government	736	65.31	13.60		

From the above table-3, is evident that t-value is 3.59, which is more than 2.58 at significant level of 0.01.

Hence, the hypothesis that there will be no significance different between the mean scores of educational achievement of the girl students of government and non- government schools is rejected at the level of 0.01. It means there is significant difference of educational achievement of girl students of government and non- government schools.

FINDINGS OF THE STUDY:

Following were the findings of the research study:

- (1) There was significant difference of educational achievement of government and non- government school students. It means that the educational achievement of non- government school students were slightly higher than the government school students.
- (2) There was no significant difference of educational achievement of boy students of government and non- government schools. It means that the educational achievement of boy students of government and non- government schools were similar.
- (3) There was significant difference of educational achievement of girl students of government and non- government school students. It means that the educational achievement of girl students of non- government schools were slightly higher than the girl students of government schools.

CONCLUSION:

Every student is unique. It is no matter whether they study in government school or non- government school. Subjects are equal in same standard. Teachers are also having good educational qualification in both types of schools. Then after very less government school students are getting high educational achievement. Government needed to provide good infrastructure and educational facilities in government schools. Full time teacher are to be recruited in all government schools. It may be helpful to students to achieve high educational achievement.

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